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ABSTRACT

The purpose of this project was to prepare materials to be used in the review and evaluation of an agricultural occupations program. Based on standards validated by Illinois agricultural occupations teachers, a standards workbook was developed that included standards specific to agricultural production, agricultural sales and service, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, forestry, adult education, and standards common to all programs. A guide was developed to be used in implementing the standards for quality vocational programs in agricultural occupational education. (The appendixes include a copy of the standards, a questionnaire on the completed program review, and a list of rejected standards.) (LRA)

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A PROGRESS REPORT

STANDARDS FOR QUALITY PROGRAMS IN AGRICULTURAL OCCUPATIONS IN THE SECONDARY SCHOOLS AND AREA VOCATIONAL CENTERS OF ILLINOIS. PHASE II.

by

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June 1979

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FOREWORD

Standards for Quality Agricultural Occupations Programs in Secondary Schools and Area Vocational Centers.

PHASE II

This document is a progress report on the "Standards Project." Phase I of the project, the validation of the standards, was completed June 30, 1978. This report on Phase II deals primarily with the preparation of materials to be used in the review and evaluation of an agricultural occupations department. It also includes some results in a pre-test of the materials. In addition, this document reports further action by Illinois agricultural occupations teachers on the standards not approved in Phase I.

Appreciation in expressed for the continued support of this project by the DAVTE; the Illinois Office of Education; and Southern Illinois University. Special thanks is given to the sectional chairpersons and other agricultural occupation instructors who have supported Phase II.

TABLE OF CONTENTS

	Page
FOREWORD	ii
TABLE OF CONTENTS	iii
APPENDICES	iv
BODY OF THE REPORT	v
INTRODUCTION	1
PHASEI	3
PHASE II	4
Objectives	4
PROCEDURES	4
Materials used	4
Pre-testing	5
Sectional chairpersons	5
Rejected Standards	6
Program Resources Needed	6
ACCOMPLISHMENTS	7
Evaluative materials	7
Sectional chairpersons	7
Program resources	9
Completed reviews	10
Rejected standards	13
FUTURE ACTIVITIES	14

APPENDICES

		Page
A.	STANDARDS WORK BOOK - - - - - - - - - - -	16
B.	GUIDELINES FOR IMPLEMENTING THE ILLINOIS VALIDATED STANDARDS - - - - - -	17
C.	QUESTIONNAIRE ON COMPLETED PROGRAM REVIEW - - - - - - - - - - - - - - - - -	18
D.	SUGGESTIONS TO SECTIONAL CHAIR-PERSONS - - - - - - - - - - - - - - - - -	20
E.	LETTER TO JOINT-STAFF MEMBERS ON THE REJECTED STANDARDS - - - - - - - -	24
F.	STANDARDS - - - - - - - - - - - - - - - -	25

1. The 27 Rejected Standards
2. The Standards Restated
3. The Restated Standards Marked as Approved or Disapproved

BODY OF THE REPORT

A. DAVTE Funding Agreement Number:
DAVTE-RD1-B9-103

B. Official Project Title:
Standards for Illinois ABAO Secondary Programs - Phase II

C. Project Directors:
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D. Funded Agency:
Board of Trustees
Southern Illinois University

E. Location:
Carbondale, Illinois 62901

F. Time Period Covered:
July 1, 1978 to June 30, 1979

G. Final Report Abstract:

1. Objectives of Project
   a. Develop an "Implementation of Illinois Standards" workshop packet.
   b. Conduct with the aid of sectional chairpersons a series of 25 workshops to acquaint teachers with standards which have been adopted and implications for programatic improvements.
   c. Formulate a committee to review and propose revisions of the rejected standards, revise and resubmit for adoption.
   d. Promote the use of adopted standards in the review and evaluation process at the local, district and state level.
   e. With joint staff assistance, determine the program resources needed by Illinois teachers to implement standards.

2. Procedures of Implementation
   a. Development of workshop material.
   b. A state-wide workshop to teach sectional chairpersons how to conduct sectional workshops.
   c. Conducting sectional level workshops.
   d. Review rejected standards and determine possible revisions to be resubmitted.
   e. Promote the utilization in formal and informal evaluation process at local, district and state level.
   f. Determine the program resource needs for the implementation of adopted standards for Illinois agricultural occupations programs.

3. Product to be Delivered
   *a. An audio-visual supported presentation which can be used by sectional chairpersons to present the standards adopted and a procedure for implementation.
   **b. A final report which will recommend curricula resources needed by Illinois teachers to implement the standards.

4. Contribution to Vocational and Technical Education
   The use of the standards is optional. They were designed to enable an agriculture teacher to evaluate his program and give direction in those areas that might need improvement. The materials provided in Phase II of the standards project should enable him to do this.

*This was amended to provide printed booklets of the standards together with guidelines to be distributed to all secondary agricultural teachers for use in reviewing and evaluating their agricultural occupations program. This was done rather than developing an audio-visual supported presentation.

**This report will be projected and included in the report on Phase III, 1979-80.

Standards for Illinois ABAO
Secondary Programs - Phase II

INTRODUCTION

The concept of developing national standards for teachers of agricultural occupations to use in program improvement has been a growing process covering several years. The passage of the Vocational Education Act of 1963 served as a catalyst for new directions in vocational agriculture programs. Prior to this Act, the primary emphasis in agricultural education was upon production agriculture, but with the passage of the 1963 Act, new kinds of agricultural education programs were encouraged, particularly in the agriculturally-related businesses, often referred to as "agri-business." From this there emerged several occupational areas, or taxonomies, which were being taught in various parts of the country.

Soon, thereafter, it became apparent that there was considerable variance among the different states in the teaching and requirements related to these taxonomies. Agricultural education leaders believed that some kind of standards, at least minimal standards, should be made available to agricultural instructors for use in improving their programs.

To this end numerous state and national meetings were held with agricultural teachers, agriculture teacher educators, agricultural education supervisors, consultants,

and agri-business leaders in attendance. From their deliberations came ideas and suggestions from which national standards could be made for agricultural education.

The agricultural education staff at Iowa State University was given the task of selecting and validating a set of standards from the above suggestions. They completed this task in the spring of 1977[1] and standards were set for national use in seven occupational areas, or taxonomies, as follows:

1. Production agriculture
2. Agricultural supplies and services
3. Agricultural mechanics
4. Agriculture product processing
5. Ornamental horticulture
6. Agriculture natural resources
7. Forestry

A standard is essentially a model set up and established by authority as a way to measure quantity, values, or quality of a program. Therefore, a set of standards could be of help to the agricultual instructor who wished to improve his program.

Because of regional differences in agriculture and possible differences in program emphasis, Illinois chose to review these proposed national standards and then submit them to the agricultural occupations teachers in the state for acceptance, or rejection, or possible modification

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[1] Agricultural Education Staff. "Standards for Quality Vocational Programs in Agricultural/Agribusiness Education." Agricultural Education Department, Iowa State University, Ames, Iowa, spring 1977.

of those found to be unacceptable.

Due to the scope of this project it was agreed that the University of Illinois agricultural education staff would work with the community college agricultural instructors and the metropolitan schools with agriculture/horticulture programs, and the Southern Illinois University agricultural education staff would work with the secondary and area vocational center agricultural occupation teachers. Furthermore, because of the size of this task, it was obvious that it could not be completed within a single budgetary period. For this reason the project was segmented into four phases for the purposes of identifying long range directions of the project.

PHASE I

The main objective of Phase I was to develop and secure adoption of a set of standards for quality programs of vocational education in agriculture by Illinois agricultural occupations teachers. Phase I was completed June 30, 1978.[2]

Using the national standards, validating sheets were prepared and made available to all agricultural occupations instructors in both the secondary schools and area vocational centers. Approximately 90 percent of these instructors

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[2] State Board of Education/Illinois Office of Education. "Standards for Quality Agricultural Occupations Programs As Validated by the Agricultural Occupations Teachers in Secondary and Area Vocational Centers of Illinois." Part I and Part II. Southern Illinois Agricultural Education in the Department of Agricultural Industries. June 1978.

participated in the exercise. The projects' advisory committee recommended a 65 percent validation be used to declare a standard as being approved. Out of a total of 195 different standards only 27 fell below the 65 percent acceptance level.

PHASE II

The primary objective of Phase II was the implementation of the validated standards. The objectives as stated in the contractural agreement include:

1. Develop an "Implementation of Illinois Standards" workshop packet.
2. Conduct with the aid of sectional chairpersons a series of 25 workshops to acquaint teachers with standards which have been adopted and implications for programmatic improvement.
3. Formulate a committee to review and propose revisions of the rejected standards, revise and resubmit for adoption.
4. Promote the use of adopted standards in the review and evaluation process at the local, district, and state levels.
5. With joint-staff assistance, determine the program resources needed by Illinois teachers to implement the standards.

PROCEDURES

Materials used. Booklets composed of the standards validated by the Illinois agricultural occupations teachers were printed for use (appendix A). Three columns were added to each page and labeled "exceeds standards", "meets standards", and "does not meet the standard", to facilitate the checking of each standard when used. Also space was provided

under each standard to write observations and then recommendations for the standard if the local situation needed improvement. In addition, a flip-page type brochure was prepared to be used in conjunction with the standards booklet. It bore the title of "Guidelines for Implementing the Illinois Validated Standards for Quality Vocational Programs in Agricultural Occupations Education." (appendix B). It was patterned after the one prepared by Iowa State University to be used along with the national standards.

Pre-testing. The standards advisory committee gave approval to the project directors to get a pre-test of these materials using primarily the five district directors. A representative of the project met with the directors at an IAVAT executive meeting in Pittsfield on October 21. They were agreeable and took the review materials with the understanding that they would attempt a review and evaluation of their agricultural occupations program before December 15. From the directors experience changes in the materials could be made, if necessary, prior to their final printing. A short questionaire relative to the use of the review materials was provided which was to be returned to the project director. (appendix C). The district directors would then be in a better position to assist their sectional chairpersons when holding sectional meetings on using the review and evaluation materials.

Sectional Chairpersons. The 25 sectional chairpersons were to

serve as leaders in getting their teachers together, distributing the review materials, and explaining their use. A two page indstruction sheet was provided each sectional chairperson. (appendix D). These materials were distributed to sectional chairpersons and their use explained at an IAVAT executive meeting in Springfield on January 13, 1979.

Rejected standards. Based upon the 65 percent validation for acceptance by the Illinois agricultural occupations teachers, there were 27 standards that were not approved. Approximately one-half of these received a rating of 60 - 65 percent which was just under acceptance. In their sectional meetings at the annual IAVAT conference in June 1978, the agricultural teachers made numerous suggestions relative to modification of these rejected standards. These suggestions were recorded and made available to the state-wide joint-staff in agricultural education. Members of the joint-staff will be invited (appendix E) to restate the 27 standards and a composite of these will be made into modified standards. These restated standards will then be prepared and made available to the agriculture teachers to be acted upon at the 1979 June conference. (appendix F).

Program Resources Needed. An effort will be made to determine the program resources needed by Illinois secondary agricultural teachers which will assist them in local implementation of the standards. A joint-staff committee or other appropriate body will give attention to this matter.

Some help may come from the two-page questionaire to be filled in by the district directors and returned following the review and evaluation of their local programs. This was a part of the pre-test activity.

Accomplishments

Evaluation Materials. A tentative set of review materials was prepared and given to a select few agricultural occupations teachers to pre-test using their own agriculture program. The pre-test was to determine whether the materials were adequate or needed modification prior to final printing for statewide use. The pre-test would also provide feed-back on the planning for and actucal review of an agricultural occupations programs.

The five district directors and two other agricultural teachers took the materials. However, the time was too short between the time of reviewing the materials (October 21) to the target date of December 15 when a report on the use of the materials had to be made. It takes considerable time to prepare for and then conduct a review. There was only one completion and this teacher (director) complained that the time was too short. However, phone conversations with the others revealed various stages of progress in the preparation for a departmental review. A few suggested changes were offered and these were included in the final materials that were printed.

Sectional Chairpersons. The 25 sectional chairpersons served

as leaders and consultants in calling their teachers together, disseminating the review materials. and in giving instructions on using them. They were present at an IAVAT executive meeting in Springfield on January 13, 1979 at which time the review/evaluative materials were given to them. Each chairperson received a packet of five sets of materials for each school in his section. Instructions were that a review committee should have no less than five persons on it and the five sets would enable each committee member to have a set of his own to use.

Unfortunately, January 13 was a stormy day and roads were bad in many parts of the state resulting in several absentees at the executive meeting. They missed the instructions given by Dr. Eugene Wood, one of the project directors from Southern Illinois University, who brought the materials and discussed their use. The materials were sent to the absentees by United Parcel and included instructions on their use. It was later learned that many of the chairpersons did not hold a meeting specifically for the distribution of and instruction on how to plan for and then carry out a departmental review. Mostly they handed out the materials at other kinds of sectional meetings with no specific kind of instructions. Some of this was done rather late in the school year making it difficult for teachers to plan and execute a review this spring.

One of the stated objectives in Phase II was to "conduct with the aid of sectional chairpersons a series of

25 workshops to acquaint teachers with standards which have been adopted and implications for programmatic improvement." When the project directors learned that all sectional chairpersons would be present at an IAVAT executive meeting in Springfield early in January, and since time would be given for distributing and discussing the implementation of the standards, the decision was made to utilize this opportunity. This would elminiate the need for the 25 separate sectional workshops and would result in a considerable savings in time and money.. It did put a greater degree of responsibility upon each sectional chairperson when working with his teachers. Because of the above mentioned conditions, plans for Phase III (1979-80) will include emphasis on workshops especially planned and strategically located throughout the state to give help to agricultural occupations teachers desirous of conducting a review and evaluation of their own programs.

Program Resources. This part of the program in Phase II was not developed. With the aid of a joint-staff committee, program resources needed by Illinois secondary agricultural occupations teachers will be developed for use in the workshops planned for next fall. These aids might include such things as (1) planning guides; (2) key indicators of quality programs; (3) slide and tape presentations; (4) a rationale for selected standards or groups of standards; (5) mini-packets of teaching materials; and (6) others.

Completed Reviews. Six schools completed a review and evaluation of their agricultural occupations programs this school-year and two others sent in a partial report of their review. This is reflected in the questionaires (appendix C) returned following a completed review.

Directions for conducting a departmental review suggested at least five persons on the review committee and that a school administrator be included. Of the eight schools reporting one had a review committee of 15 people who were the agriculture departments' regular advisory committee. The least was five and the average was eight persons.

Twelve different occupations were listed for the review committee members of which 58.7 percent were farmers; 17.4 percent were agri-businessmen; 8.0 percent were school administrators; 3.2 percent were ornamental horticulturalists; and the remaining 12.7 percent were in eight other distinct occupations.

In reply to the question of when the standards booklet was given to the review committee members for study prior to their first meeting, one school reported a month in advance, another two weeks in advance, and the others gave out the booklets at the first meeting at which time they explained its use.

In answer to the question of how many meetings it took for the committee to complete the review, 43 percent used just one meeting, 28½ percent used two meetings, and the

other 28½ percent needed three meetings to complete the review and evaluation of their program.

The time spent per committee member in all phases of the review varied widely. It ranged from a low of 2.5 hours to a high of 8.0 hours with an average of 4.8 hours per person. This much of a spread could cause speculation as to the thoroughness of the review on the part of those requiring less than the average number of hours. This could also reflect the time it took to write the final recommendations. This activity required from one to three hours, with an average of two hours by those reporting.

In the "Guidelines for Implementing the Illinois Validated Standards," it was recommended that a school administrator be a member of the review committee. This person could be the superintendent, the high school principal, or the vocational director. One of the schools reporting did not include an administrator. No school used the superintendent, while four (50%) included just the principal, two used just the vocational director, and another included both the high school principal and the vocational director on the review committee.

Each of the schools provided the school administrator with a copy of the review proceedings and recommendations for the agricultural occupations program and one instructor indicated that he also furnished copies to the school board members. One instructor provided the researchers with a copy of the report given to his administrators. It included the standard statement, whether the department met the standard, or exceeded it, or did not meet the standard, together with observations and recommendations and the report covered

seventeen pages.

In the questionnaire the following question was asked, "After having reviewed your agricultural occupations program, what suggestions would you make that might be of help to other agricultural teachers in reviewing and evaluating their programs?" The following are quotes reflecting some of the more important suggestions:

1. "Be sure to include an administrator in the evaluation.
2. Be sure to review the procedures and methods of evaluation in advance with the high school principal or superintendent.
3. Allow members of the review committee at least a week to look at the standards booklet before starting actual evaluation.
4. Use the FFA president or other officer on the review committee.
5. Provide each member of the review committee with a copy of the standards booklet.
6. The agriculture instructor must be present to supply information to the committee in order for judgments to be made.
7. Do not spend a lot of time discussing each standard - react and put down the thoughts of the committee.
8. Use the first meeting to review the program as it exists, - following meetings given specifically to standards.
9. Advisory Council should review the agriculture program continuously during the year - we have two meetings per year for this purpose.
10. Keep recommendations simple and easy to manage."

A few criticisms were made as follows:

1. Committee members have to rely too much on the agriculture teacher for information.
2. When we check off superior, adequate, or not, what are we comparing to?
3. Until the State of Illinois backs the schools with money, nothing will be done.
4. Some say there is an attempt to put too much in print.
5. This is a big job - not easy to keep people at it. Some think it is funny.
6. Some standards seem vague and school administrators wonder what and why we are doing it.
7. Committee members don't agree on how much or how little to do.

8. Too many standards, particularly with the "Standards Common to All Standards."

Rejected Standards

Members of the Agricultural Education joint-staff were invited to serve as a committee to review the twenty-seven standards not approved by the Illinois Agricultural occupations teachers in Phase I. Their responses and suggestions were synthesized into restated standards. They recommended that three of the standards, which had not been previously accepted and had the lowest of acceptance ratings, not be restated and left as unacceptable. (see appendix F). Copies of the restated standards were distributed to the agricultural teachers to be acted upon in their sectional meetings at the annual IAVAT conference June 19-21, 1979.

The instructions were for each section to take a majority vote on each restated standard and then mark it as approved or disapproved. On this basis eleven of the restated standards were approved on the basis of the 65 percent minimum acceptance level as originally used. The modified standards and their acceptance or rejection are shown in appendix F. The vote was nearly unanimous in approving the recommendations of not restating those standards that had a low acceptance level originally and they will remain unacceptable.

The modified standards will be distributed to all Illinois secondary and area vocational center agricultural occupations instructors. They will be encouraged to append them to the original set of standards.

FUTURE ACTIVITIES

This is an on-going project. A contractual agreement for Phase III has been submitted to the Department of Adult, Vocational and Technical Education, Illinois Office of Education for approval to include the period from July 1, 1979 to June 30, 1980. Phase III will have two main thrusts. One will be to encourage departmental reviews by means of strategically located workshops within the state. Supportive materials and aids to make the standards more useful to local review teams will be developed and demonstrated in the workshops.

A short questionnaire on holding workshops this fall to give training and helps in organizing and conducting a review of an agricultural occupations program was given to the agricultural teachers at their recent (June 19-21) annual conference. A total of 143 teachers reported a willingness to participate in such a workshop. If each teacher responding represented an agriculture department, the questionnaire would indicate that approximately 38.0 percent of the departments in Illinois are interested in a program review and evaluation. Some have already conducted a review. The 1978-79 directory of the Illinois Association of Vocational Agriculture Teachers[1] reports the total number of departments as 394.

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[1]Illinois Association of Vocational Agriculture Teachers Annual Directory. IAVAT Executive Office, Roanoke, Illinois. 1978-79. P. 16.

Another important area of concern in Phase III is the determination of program resource needs to aid agricultural departments in the implementation of the adopted standards. These would also relate to the improvement of the local program.

APPENDIX A

STANDARDS WORK BOOK

INTRODUCTION

The standards in this booklet were validated by the agricultural occupation instructors in Illinois secondary schools and area vocational centers. The majority of the standards were then approved at the annual conference in June 1978. Those not approved are shown blocked in on different pages. This copy of the standards is designed as an aid in the evaluation of an agricultural occupations department. The evaluative columns bear the headings of exceeds the standard, meets the standard, and does not meet the standard.

CONDUCTING THE REVIEW

1. Assemble the review committee at the agricultural facility.
2. Consider each standard in the "Standards Common to All Programs" section and determine whether the local program "exceeds", "meets", or "does not meet" each standard.
3. Place a check in the appropriate column of the evaluation scale. See example below.
4. On a separate sheet of paper write a concise statement citing the factors which dictated the committee's decision.
5. When the "Common Standards" have been considered, continue the evaluation, utilizing the appropriate taxonomy and/or adult education standards.
6. The committee, upon completion of the program evaluation, should proceed to write "Recommendations" for each area of the agricultural program that failed to meet the criteria specified in the corresponding standards. (see example)
7. Compile a list of all "Recommendations" for improvement that are made as a result of the evaluation.

STANDARDS COMMON TO ALL PROGRAMS

Instructional Program

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. Instruction in safety is provided in advance of any shop or laboratory work. Observations: Recommendations:			
2. The instructional program contains the necessary balance of class time, laboratory work, field trips, and occupational experience to adequately prepare students for employment or advanced educational programs. Observations: Recommendations:			
3. Students enrolled in vocational education in agricultural occupations are also enrolled in other appropriate courses including science, mathematics, social science, and oral and written communications. Observations: Recommendations:			
4. Modern and technically accurate instructional materials and textbooks are utilized in the instructional program. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Instructional Program (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
5. The instructional program is articulated with other local secondary, post-secondary, and four year programs of education in agricultural occupations.			
6. Community Resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program.			
7. Students have access to current trade journals and other agricultural publications.			
8. The instructional program is reviewed and modified in light of local, state, and federal manpower data.			

Observations:

Recommendations:

STANDARDS COMMON TO ALL PROGRAMS

Instructional Program (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
9. Validated competencies, needed by students for entry and advancement in employment, are utilized in developing objectives for the instructional program. Observations: Recommendations:			
10. Written courses of study are based on validated competencies and are evaluated and revised annually. Observations: Recommendations:			
11. Transportation is provided to students for all planned off-campus educational activities. Observations: Recommendations:			
12. The department's annual and five-year program plans, including goals, objectives, and activities, are on file in the department and with the administration. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Instructional Program (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
13. Planned visits are made to prospective employers by the agricultural occupations instructor or school placement officer to determine current manpower needs. Observations: Recommendations:			
14. Provisions are made to accommodate students with physical handicaps or other special educational needs. Observations: Recommendations:			
15. A written statement of philosophy for vocational education in agricultural occupations is on file and is in harmony with the philosophy statement for the total school. Observations: Recommendations:			
16. Lesson plans are developed that clearly state instructional objectives, activities, and resources to be utilized during instruction. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Supervised Occupational Experience

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs. Observations: Recommendations:			
2. Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer. Observations: Recommendations:			
3. Students are engaged in supervised occupational experience programs that are related to their occupational objective and are appropriate in light of their ability and place of residence. Observations: Recommendations:			
4. Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Supervised Occupational Experience

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
5. Agricultural occupations instructors have at least one class preparation period and one period for supervision per instructional day.			
Observations:			
Recommendations:			
6. Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement.			
Observations:			
Recommendations:			
7. Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.			
Observations:			
Recommendations:			
8. Students receive (school) credit for all supervised occupational employment programs that are conducted during regular school hours.			
Observations:			
Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Supervised Occupational Experience (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
9. A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies. Observations: Recommendations:			
10. The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program. Observations: Recommendations:			

Leadership Development

1. Leadership development activities are an integral part of the instructional program. Observations: Recommendations:			
2. The FFA Chapter, YFA Chapter, and other post-secondary organizations provide for the specialized needs and interests of all members and reflect the instructional program. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Leadership Development (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
3. The local FFA Chapter, YFA Chapter, and other post-secondary organizations involve members in activities at the district, state, and national levels. Observations: Recommendations:			
4. All secondary agricultural occupations students are members and participate in the Future Farmers of America (FFA). Observations: Recommendations:			
5. Organizations representing specialized areas of agricultural occupations provide leadership and occupational training for students in post-secondary institutions. Observations: Recommendations:			
6. All post-secondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate post-secondary student organizations. Observations: Recommendations:		NOT APPROVED	

STANDARDS COMMON TO ALL PROGRAMS

Student Recruitment, Enrollment, and Counseling

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. Students enrolling in a specialized program of agricultural occupations have completed a one or two-year basic vocational agriculture program.			
2. The agricultural occupations instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel.			
3. Prospective students and their parents are visited by the agricultural occupations instructor and are provided copies of the program objectives prior to their enrollment in the program.			
4. Enrollment policies permit flexible entry and exit from the agricultural occupations program.			

Observations:

Recommendations:

STANDARDS COMMON TO ALL PROGRAMS

Student Recruitment, Enrollment, and Counseling (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
5. A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, FFA activities, complete coursework, and other necessary subjects. Observations: Recommendations:		NOT APPROVED	

Public Relations

1. The instructors establish and maintain cooperative working relations with leaders in related industries, organizations, and agencies. Observations: Recommendations:			
2. Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activities and accomplishments of the agricultural occupations program. Observations: Recommendations:			

Facilities and Equipment

1. Facilities and equipment meet all current state and federal safety regulations. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Facilities and Equipment (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
2. The classroom and laboratory are maintained in an orderly, safe, and attractive condition. Observations: Recommendations:			
3. Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and economy. Observations: Recommendations:			
4. The classrooms, shops, and laboratory stations are adequate for the number of students enrolled. The equipment replicates that found in the occupations for which training is provided. Observations: Recommendations:			
5. Supplies and equipment are stored in a systematic and safe manner. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Facilities and Equipment (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
6. The departmental office is located so as to provide optimum supervision of activities. Observations: Recommendations:			
7. Maintenance and service records of equipment are on file in the departmental office. Observations: Recommendations:			
8. A land laboratory, convenient to the school, is provided and utilized in the instructional program. Observations: Recommendations:		NOT APPROVED	

Staffing

1. The instructor possesses the personal, technical, professional and occupational competencies necessary to prepare students for entry level employment or for advanced educational programs. Observations: Recommendations:			

STANDARDS COM[illegible] TO ALL PROGRAMS

Staffing (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
2. The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program. Observations: Recommendations:			
3. Instructors holding provisional certification will acquire full certification within two years of original employment. Observations: Recommendations:			
4. The maximum assignment per instructor is 25 hours of classroom instructional time, five hours of student advising, and ten hours of supervision and preparation per week. Observations: Recommendations:			
5. The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the state, and is engaged in continuing in-service professional development programs. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Staffing (Con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand
6. Instructors are employed on twelve-month contracts to provide for continuous education and supervision of students during summer months. Observations: Recommendations:			
7. The department has access to adequate secretarial services. Observations: Recommendations:			
8. At least one instructor in the department holds a current Red Cross first aid card or its equivalent. Observations: Recommendations:		NOT APPROVED	

Administration and Supervision

1. The agricultural occupations program is an integral part of the local district plan for vocational education. Observations: Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Administration and Supervision (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
2. Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made.			
Observations:			
Recommendations:			
3. The advisory council functions under written guidelines which specify the length of a member's term, responsibilities, and operational procedures.			
Observations:			
Recommendations:			
4. An agricultural occupations advisory council or committee is formed and meets at least twice a year to help determine program needs and to assist in promotion, and evaluation of the program.			
Observations:			
Recommendations:			
5. In multiple-instructor departments, one instructor is appointed and compensated to serve as department head. Job descriptions are on file for all department staff members.			
Observations:			
Recommendations:			

STANDARDS COMMON TO ALL PROGRAMS

Finance

Exceeds Standards	Meets Standards	Does Not Meet Stand.

1. The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are the following items:

   a. Equipment and material purchase and replacement

   b. Consumable supplies

   c. Teacher travel and per diem

   d. Transportation for field trips

   e. Staff compensation on an annual basis

   f. Facility operation and maintenance

   g. Staff compensation for duties performed beyond the standard teaching day

   h. In-service education

   Observations:

   Recommendations:

2. Appropriate and accurate financial records are maintained. Administration and/or board-approved policies are provided for the receipt and disbursement of funds.

   Observations:

   Recommendations:

STANDARDS COMMON TO ALL PROGRAMS

	Exceeds Standards	Meets Standards	Does Not Meet Stand.

Placement

1. The instructor, in cooperation with the school counselor, assists in the placement and follow-up of students. A file of placement and employment records is maintained.

   Observations:

   Recommendations:

Evaluation

1. Results obtained from program evaluations are used to promote, develop, and improve the instructional program.

   Observations:

   Recommendations:

2. The instructor, local administrator(s), and appropriate state education agency staff member(s) meet at regular intervals to formally examine and evaluate the agricultural occupations program.

   Ovservations:

   Recommendations:

3. One and five-year follow-up surveys of former students are made to determine their current occupational or educational status.

   Observations:

   Recommendations:

AGRICULTURAL PRODUCTION

STANDARDS SPECIFIC TO PRODUCTION AGRICULTURE

Instructional Program

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. Class size is limited to a maximum of 20 students. For students with special needs, the limit is 10 per class. Observations: Recommendations:			
2. A minimum of 275 minutes of net class time per week is provided during years one and two; a minimum of 385 minutes per week is provided during years three and four. Observations: Recommendations:			
3. Instructors submit to the administration a carefully planned program of responsibilities to be assumed during the summer months. Observations: Recommendations:			

Supervised Occupational Experience

1. The instructional program provides a minimum of four on-site supervisory visits per student during a 12-month period. Observations: Recommendations:			

STANDARDS SPECIFIC TO PRODUCTION AGRICULTURE

Supervised Occupational Experience (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
2. The instructor schedules a minimum of eight hours per week for occupa-rional experience supervision..			
Observations:		NOT APPROVED	
Recommendations:			
3. An annual report of the occupational experience program of students is submitted to the school administration and state educational agency staff.			
Observations:		NOT APPROVED	
Recommendations:			

Staffing

1. Instructors certified to teach production agriculture have preparation in agricultural economics and business analysis, animal science, plant and soil science, agricultural mechanics, and leadership development. They have had two or more years of farm experience or equivalent occupational experience.			
Observations:			
Recommendations:			

Administration and Supervision

1. Students receive a minimum of one semester credit per hour of daily instruction.			
Observations:			
Recommendations:			

STANDARDS SPECIFIC TO PRODUCTION AGRICULTURE

Administration and Supervision (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
2. The maximum student-teacher ratio is 60 to 1.			
Observations:			
Recommendations:			

AGRICULTURAL SUPPLIES & SERVICES

STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
Instructional Program			
1. The instructional program in agricultural supplies and services includes a two-year program with a minimum of 275 minutes of class time per week.			
Observations:			
Recommendations:			
2. The program allocates 60% of the instructional time for classroom activities and 40% for laboratory experiences.			
Observations:			
Recommendations:			
Supervised Occupational Experience			
1. The supervised occupational experience program is more than six months in duration each year. It is of a sufficient number of hours to enable the student to become proficient in essential competencies.			
Observations:			
Recommendations:			
2. Wages are paid to the student during an on-the-job training period.			
Observations:			
Recommendations:			

STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

	Exceeds Standards	Meets Standards	Does Not Meet Stand.

Supervised Occupational Experience (con't)

3. Students are visited at least monthly by the instructor.

   Observations:

   Recommendations:

4. Supervised occupational experience involves a minimum of 25% of the total time allocated for the agricultural supplies and services program.

   Observations:

   Recommendations:

5. A full-time instructor supervises a maximum of 24 students while they are engaged in an occupational experience program.

   Observations:

   Recommendations:

Leadership Development

1. Members of student organizations are affiliated with their respective professional and occupational associations.

   Observations:

   Recommendations:

STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
Student Recruitment, Enrollment, and Counseling			
1. Students planning to enroll in the agricultural supplies and services curriculum at the secondary level complete a one or two-year basic vocational agriculture program. Observations: Recommendations:			
2. Working relationships exist between the agricultural supplies and services faculty, and the student services personnel in the school system. Observations: Recommendations:			
Facilities and Equipment			
1. A minimum of 40 square feet of classroom space per student is provided. Observations: Recommendations:		NOT APPROVED	
2. Office space is provided at the rate of 120 square feet for one instructor and 60 square feet for each additional instructor. Observations: Recommendations:		NOT APPROVED	

STANDARDS SPECIFIC TO AGRICULTURAL SUPPLIES AND SERVICES

Staffing

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. The instructor is provided two hours daily for supervision and coordination activities for each 20 students.			
Observations:			
Recommendations:			
2. The instructor is certified and possesses a minimum of 3,000 hours of meaningful job employment in the agricultural supplies and services area.			
Observations:			
Recommendations:			
3. The instructor participates in a minimum of four weeks of professional improvement activities every three years.			
Observations:			
Recommendations:			

Administration and Supervision

1. Periodic reports of activities and accomplishments are submitted to the local institution.			
Observations:			
Recommendations:			

AGRICULTURAL MECHANICS

STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
Supervised Occupational Experience			
1. A minimum of one on-site supervision visit per month is made by the instructor to each cooperating employer.			
Observations:			
Recommendations:			
2. The minimum time spent by secondary students each year on occupational experience in agricultural mechanics in addition to regular class and laboratory/shop instruction approximate the following indicated:			
a. 1st year 100 hours			
b. 2nd year 150 hours		NOT APPROVED	
c. 3rd year 200 hours			
d. 4th year 300 hours			
Observations:			
Recommendations:			
Facilities and Equipment			
1. Recommended lighting and ventilation are provided.			
Observations:			
Recommendations:			

STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

Facilities and Equipment (con't)

Exceeds Standards	Meets Standards	Does Not Meet Stand.

2. Tools and equipment are modern and comparable to those used in agricultural occupations.

   Observations:

   Recommendations:

3. Adequate student lockers, restrooms, and clean-up facilities are provided.

   Observations:

   Recommendations:

4. The main entrance to the agricultural mechanics laboratory is a minimum of 14 feet high and 16 feet wide.

   Observations:

   Recommendations:

5. Adequate library, outside storage areas, and locker space are provided.

   Observations:

   Recommendations:

STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

Facilities and Equipment (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
6. Facilities are designed and used only for agricultural mechanics instruction. Observations: Recommendations:			
7. Agricultural mechanics facilities include a self-contained unit, which houses classrooms, laboratories, offices, storage, and complimentary auxiliary features. Observations: Recommendations:			
8. A minimum of 200 square feet of laboratory space is provided per ninth and tenth grade student, with additional space available for specialized programs for eleventh and twelfth grade students. Observations: Recommendations:			
9. The laboratory/shop has a minimum width of 50 feet and a width/length ratio of not more than 1 to 2 permitting an open space concept. Observations: Recommendations:			

STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

Facilities and Equipment (con't)

Exceeds Standards	Meets Standards	Does Not Meet Stand.

10. The minimum square footage devoted to agricultural mechanics instruction is:

Area	1 teacher	2 teachers
Office	120	180-240
Classroom	840	840
Classroom Storage	120	120
Mechanics Laboratory	3800	4200
Shop Storage	320	480

Observations:

Recommendations:

Staffing

1. The student-instructor ratio does not exceed 15 students per instructor for laboratory and occupational experience supervision.

Observations:

Recommendations:

2. The agricultural mechanics instructor(s) is limited to five hours of class or laboratory per day.

Observations:

Recommendations:

STANDARDS SPECIFIC TO AGRICULTURAL MECHANICS

Staffing (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
3. Each instructor teaches not more than four different subjects per day. Observations: Recommendations:			
4. Each instructor has a minimum of one hour per instructional day for preparation, one hour for counseling, and one hour for supervision. Observations: Recommendations:			

AGRICULTURAL PRODUCTS

STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

Instructional Program

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. The program provides a four-year curriculum with two years of specialization in agricultural products during grades eleven and twelve. Observations: Recommendations:			
2. The program of study is based upon approved agricultural products curriculum guides adapted to meet the needs of students enrolled. Observations: Recommendations:			
3. A minimum of one-third of the instructional time is devoted to laboratory activities. Observations: Recommendations:			
4. Students are engaged in related supervised occupational experiences beyond normal classroom and laboratory instruction. They receive experience and credit when placed for occupational experience, or participate in school-provided facilities. Observations: Recommendations:			

STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

	Exceeds Standards	Meets Standards	Does Not Meet Stand.

Supervised Occupational Experience

1. The instructor has a minimum of one period each day for planning, and one for supervision.

   Observations:

   Recommendations:

Leadership Development

1. The local FFA Chapter integrates agricultural products into its annual program of activities and participates in local, district, state, and national programs involving agricultural products activities.

   Observations:

   Recommendations:

Student Recruitment and Enrollment

1. Students are counseled concerning interests, attitudes, physical requirements, and other qualifications essential to successful entry and employment in agricultural products.

   Observations:

   Recommendations:

2. An aggressive program of recruitment and selection is conducted.

   Observations:

   Recommendations:

STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

Facilities and Equipment

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. Facilities and equipment meet local, state, and federal regulations. Observations: Recommendations:			
2. The classroom and laboratory are orderly and attractive, and provide students an example of good industry housekeeping. Observations: Recommendations:			
3. Adequate, modern laboratory equipment, typical of that used in industries in which trainees will become employed, is provided to meet instructional needs. Observations: Recommendations:			
4. Large and easily accessible storage facilities of sufficient size to accommodate equipment and materials used in agricultural products processing are provided.		NOT APPROVED	
5. A food processing laboratory with a minimum of 3,000 square feet of floor space is provided and reflects the occupational work areas in industry. Adequate heat, light, ventilation, and safety provisions are provided. Observations: Recommendations:		NOT APPROVED	

STANDARDS SPECIFIC TO AGRICULTURAL PRODUCTS

Staffing

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. One qualified instructor is provided for each 20 students.			
Observations:			
Recommendations:			
2. The instructor has completed a minimum of 12 months of 2,000 hours of gainful employment in agricultural products occupations.			
Observations:			
Recommendations:			

ORNAMENTAL HORTICULTURE

STANDARDS SPECIFIC TO ORNAMENTAL HORTICULTURE

Instructional Program

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. The complete program in ornamental horticulture includes technical horticulture, horticulture mechanics, supervised occupational experience, laboratory experience, leadership training, and occupational guidance. Observations: Recommendations:			
2. Community resources, facilities, and industries have been identified and are utilized in an attempt to enrich the learning experiences of the students. Observations: Recommendations:			
3. A two-year secondary school program is provided. Students will have completed one or two years of basic study in vocational agricultural occupations. Observations: Recommendations:			
4. A minimum of 10 contact hours per week for a minimum of two years is provided for classroom, horticulture mechanics, supervised occupational experience, laboratory experience, leadership and occupational guidance. Observations: Recommendations:	NOT APPROVED		

STANDARDS SPECIFIC TO ORNAMENTAL HORTICULTURE

Exceeds Standards	Meets Standards	Does Not Meet Stand.

Leadership Development

1. The instructors of the ornamental horticulture program also serve advisors to the vocational student organization that provides leadership training for students enrolled in the program.

   Observations:

   Recommendations:

Facilities and Equipment

1. The following ornamental horticulture facilities, conforming to state standards, are available for use in the instructional program:

   a. Classroom
   b. Storage area
   c. Equipment is commensurate with state horticultural industry standards and instructional objectives
   d. An adequate ornamental horticulture library is maintained and kept current
   e. Instructor's office
   f. Greenhouse (70 sq. feet/student)
   g. Head house and work area (600 sq. feet total)
   h. Outdoor land laboratory (5 acres optimum)

   Observations:

   Recommendations:

STANDARDS SPECIFIC TO ORNAMENTAL HORTICULTURE

Facilities and Equipment (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
i. Horticulture mechanics laboratory			
j. Restrooms, showers, and locker rooms			
k. Walk-in cooler		NOT APPROVED	
l. Sales display area			
Observations:			
Recommendations:			

Staffing

1. Twenty regular students, or 10 special needs students represent the maximum enrollment in classroom/laboratory classes.			
Observations:			
Recommendations:			
2. Instructors are certified teachers of agricultural occupations and have earned a minimum of 18 semester credits in ornamental horticulture. In addition, instructors have been employed 12 months or 2,000 hours in the ornamental horticulture industry.			
Observations:			
Recommendations:			

AGRICULTURAL RESOURCES

STANDARDS SPECIFIC TO AGRICULTURAL (NATURAL) RESOURCES

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
Instructional Program			
1. The student-teacher ratio per class is 20 to 1 or less depending upon the nature of program requirements. Observations: Recommendations:			
2. A minimum of 50 percent of the time scheduled for instruction in agricultural resources is devoted to hands-on laboratory learning experience. Observations: Recommendations:			
Supervised Occupational Experience			
1. Each student obtains a minimum of 450 hours of supervised on-the-job experience in his/her chosen occupation in agricultural (natural) resources before graduation. Observations: Recommendations:		NOT APPROVED	
Facilities and Equipment			
1. The agricultural resources facilities are designed by the agricultural occupations instructor(s). Observations: Recommendations:			
2. A minimum of 35 square feet of space is provided per student in the classroom and 120 square feet for each student in the laboratory. Observations: Recommendations:		NOT APPROVED	

FORESTRY

STANDARDS SPECIFIC TO FORESTRY

Facilities and Equipment

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. An outdoor laboratory or school forest of sufficient scope is provided. The location is readily accessible to students during regular class time. Observations: Recommendations:		NOT APPROVED	
2. An agricultural mechanics laboratory or its equivalent is provided, which includes the following items: a. Meets the minimum standards for space utilized for furnishings and equipment, and in providing instruction. b. Allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry. Observations: Recommendations:		NOT APPROVED	

Staffing

1. The student-teacher ratio in the classroom is 25 to 1, with 15 students to 1 instructor in the laboratory class, and 8 to 1 in logging and sawmilling laboratories Observations: Recommendations:			

ADULT EDUCATION

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

Instructional Program

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. Instructors meet certification standards established by the appropriate state vocational education agency. Observations: Recommendations:			
2. Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed. Observations: Recommendations:			
3. Instructors employed full time in Young Farmer and other adult education programs have been specifically trained to work with adults and have successful occupational experience in the area to be taught. Observations: Recommendations:			
4. Resource specialists are certified to teach in specific areas for which they quality by either experience, education or a combination of both. Instructors who are full time employees are required to correct any deficiencies that exist, in order to become fully qualified within five years. Observations: Recommendations:			

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

	Exceeds Standards	Meets Standards	Does Not Meet Stand.

Instructional Program (con't)

5. Adult education instructors hold the minimum of a bachelor's degree, and have completed at least 45 hours (75 quarter hours or 40% of total credit hours) in technical agricultural occupations including management.

   Observations:

   Recommendations:

6. Instructors attend annual state in-service workshops dealing with problems relating to adult education in agricultural occupations.

   Observations:

   Recommendations:

Young Farmer Educational Association

1. State and local young farmer associations are non-profit, non-political, and non-discriminatory.

   Observations:

   Recommendations:

2. The local Y.F.A. advisor is the instructor of the vocational agricultural occupations class(es) for young farmers.

   Observations:

   Recommendations:

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

Young Farmer Educational Association (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
3. The Y.F.A. executive committee, or a committee appointed by it, is responsible for the planning and execution of an annual program of activities. Observations: Recommendations:			

Development

1. The Standards for Quality Vocational Programs in Agricultural/Agribusiness Education are used by the school administration and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agricultural occupations. The findings are made available for future program planning and development. Observations: Recommendations:			
2. Current state standards and guidelines are followed in the development of the adult agricultural occupations education program. Observations: Recommendations:			
3. The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval. Observations: Recommendations:			

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

Planning and Conducting the Instructional Program

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
1. A variety of teaching methods is employed in conducting the instructional program. Observations: Recommendations:			
2. The instructional program reflects the occupational needs, crucial problems, goals, and objectives of the students. These are organized by the instructor into a systematic and sequential schedule which includes individual on-the-job instruction. Observations: Recommendations:			
3. Instruction in farm, ranch, and other business records, computerized business analyses, and other decision making techniques are provided in the instructional program. Observations: Recommendations:			
4. Individualized instruction is provided on a year-round basis. This individual instruction is intensive during the first year and is provided as needed in subsequent years. Observations: Recommendations:			

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

	Exceeds Standards	Meets Standards	Does Not Meet Stand.

Planning and Conducting the Instructional Program (con't)

5. Periodic student evaluation is conducted by the instructor and discussed with the student.

   Observations:

   Recommendations:

6. Lesson plans are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program.

   Observations:

   Recommendations:

Administration

1. Young Farmer Chapters and other adult education in agricultural occupations are recognized and conducted as part of each state's secondary and post-secondary vocational programs.

   Observations:

   Recommendations:

2. State and local plans provide for the following items:

   a. The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel, educational supplies, and other instructional needs.
   b. All teachers are certified or are otherwise qualified to teach agricultural occupations.

   Observations:

   Recommendations:

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS.

Administration (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
c. Both annual and long-term instructional plans are developed to meet local needs.			
d. Appropriate levels of federal, state, and local funding are provided for the development and maintenance of the program.			
e. Advisory committee members are selected with the approval of the school administration.			
Observations:			
Recommendations:			
f. Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs. The committees meet two or more times each year to effectively carry out the programs.			
g. Those enrolled are considered students of the local or area school.			
Observations:			
Recommendations:			
h. Instruction is provided on a year-round basis.			
i. The Young Farmer Educational Association (Y.F.A.) is an integral part of the state and local agricultural occupations program.			
Observations:			
Recommendations:			

STANDARDS SPECIFIC TO ADULT EDUCATION IN AGRICULTURAL OCCUPATIONS

Administration (con't)

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
j. The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction. k. Scheduled time for individual instruction on a year-round basis at the local level is provided. l. Qualified supervisory/consultant staff for coordinating Young Farmer and other adult education is provided at state and /or district levels. Observations. Recommendations:		NOT APPROVED	

Evaluation

1. An annual evaluation of the program is conducted by representative of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural/Agribusiness Education and other appropriate evaluation instruments. 2. Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation. Observations: Recommendations:		NOT APPROVED	

APPENDIX B

GUIDELINES FOR IMPLEMENTING THE ILLINOIS VALIDATED STANDARDS

DRAFT COPY

GUIDELINES FOR IMPLEMENTING THE ILLINOIS VALIDATED STANDARDS FOR QUALITY VOCATIONAL PROGRAMS IN AGRICULTURAL OCCUPATIONS EDUCATION

Introduction

These guidelines to be used in implementing the standards for quality vocational programs in agricultural occupational education are patterned after those prepared by the Agricultural Education staff at Iowa State University for use with the national standards. The concept of developing vocational standards for agricultural occupations workers to use in program improvement has been a growing process covering several years. Numerous state and national meetings were attended by agricultural teacher educators, agricultural education supervisors, agriculture teachers, consultants and agri-business leaders. Their efforts resulted in ideas and suggestions from which the national standards were prepared by the Iowa State staff. Illinois chose to have these standards validated by the ag teachers in the state with the ag education staff at Southern Illinois University working with the secondary and area vocational center teachers and the University of Illinois working with the agricultural teachers in the community colleges. The Illinois secondary teachers validated and then adopted the majority of the standards at their annual conference in June, 1978.

Benefits to Students, School, Community and Industry

The utilization of standards to evaluate and upgrade vocational education programs in agriculture should provide a variety of benefits. These benefits will affect not only students but also schools, communities and agricultural industries.

Benefits to Students

A. Instructional programs designed to meet student interests and needs
B. Optimum classroom environment for students and teachers
C. Planned and directed supervised occupational experience programs which develop employment skills
D. Leadership activities designed to meet student interests and objectives
E. Vocational guidance programs that assist the student in making realistic career choices
F. Placement and follow-up information

The dynamic nature of the industry of agriculture requires that periodic evaluations of ongoing vocational education programs in agriculture/agribusiness be conducted. New and expanding programs of agricultural education need guides or models to follow to insure their proper development. The Standards for Quality Vocational Programs in Agricultural Occupational Education will provide the required criteria for the upgrading of existing programs and the development of new or expanding programs. The primary purpose of this guide is to assist the agricultural instructor in the evaluation and upgrading of the local program. The formulation of a plan for upgrading the local program is a major factor in determining the ultimate value of the activities outlined in this guide. In addition, the development of a periodic evaluation program is essential in the monitoring of progress made in the implementation of the plan for upgrading the local program. Finally, the involvement of the public should be given top priority as the review and evaluation activities are carried out.

The Need for Standards

Benefits to School

A. Improved student morale
B. More efficient use of instructional staff time
C. More efficient use of facilities and equipment
D. Improved school-community relations
E. Lower drop-out rates
F. Tool for evaluation of programs

Benefits to Community and Industry

A. Lower unemployment among youth
B. Youth better prepared to participate in community affairs
C. An ongoing supply of qualified employees
D. Reduced need for industry sponsored training programs
E. Increased awareness of agricultural education program

BENEFITS TO STUDENTS, SCHOOL, COMMUNITY AND INDUSTRY

Preparing for a review of the Local Program

It is highly desirable that everyone in the school or community with an interest or responsibility in agricultural education be given the opportunity to participate in the review of the local program. With this in mind, the agricultural teacher should proceed with the following steps:

A. Obtain a complete set of validated Illinois Standards for Quality Vocational Programs in Agricultural Occupations Education.

   1. Review the standards jointly with your sectional chairman and/or district director.
   2. Select the appropriate "taxonomy area" standards to be used in conjunction with the "common standards".
   3. Include the standards for "adult" education in your review if appropriate.

B. Review and discuss standards with local administration and obtain permission to proceed with the review of the local program.

C. Assemble the Program Review Committee

1. Obtain the assistance of a state consultant to serve on the committee and assist in the selection of the other committee members.

2. Select additional committee members from the following groups:

   a. Member of local agricultural advisory committee
   b. Local school administrators
   c. Agricultural students
   d. Agricultural alumni
   e. Young farmer or adult students
   f. School board members
   g. Parents of agricultural students

3. Limit size of committee to approximately 5 members.

4. Orient the committee to its task.

   a. Purpose of the program review
   b. Role of review committee members
   c. Steps in conducting the review
   d. Role in the development of a plan for upgrading the local program.
   e. Role in follow-up evaluation of progress

Conducting the Review

A. Assemble review committee at the agricultural facility.
B. Consider each standard in the "Standards Common to All Programs" section and determine whether the local program "exceeds", "meets", or "does not meet" each standard.
C. Place a check in the appropriate column of the evaluation scale after a consensus of opinion has been reached. (see example)
D. Write a concise statement in the space marked "observations" citing the factors which dictated the committee's decision.
E. When the "Common Standards" have been considered, continue the evaluation, utilizing the appropriate taxonomy and/or adult education standards.
F. The committee, upon completion of the program evaluation, should proceed to write "Recommendations" for each area of the agricultural program that failed to meet the criteria specified in the corresponding standards. (see example)
G. Compile a list of all "Recommendations" for improvement that are made as a result of the evaluation.

Reviewing the Local Program (example)

The following is provided in an effort to assist the review committee in its task. These standards were selected at random and are no more or less important than other standards.

	Exceeds Standards	Meets Standards	Does Not Meet Stand.
- Modern texts, instructional manuals, study guides, audio-visual materials, specimen models, and other instructional materials are used. * Observations: Good selection of A-V materials, excellent specimen models, adequate textbooks. * Recommendations: None	✓		
- Facilities and equipment meet existing state and federal safety standards. * Observations: Guards missing on table saw and bench grinder. Debris in woodworking and welding areas. * Recommendations: Replace missing guards immediately. Make shop clean-up part of the daily routine. Make a clean-up assignment chart for each class and post in shop.			✓
- The number of school laboratory stations is adequate for the number of students enrolled in the class. * Observations: Enrollment is limited to the number of work stations available. * Recommendations: Consideration should be given to the addition of two additional oxy-acetylene work stations.		✓	

Developing a Plan for Upgrading the Local Program

A. Prioritize the list of recommendations using student health and safety as major criteria (other criteria, e.g. cost, effectiveness, etc. to be determined by the committee).

B. Share copies of the prioritized list or complete copies of the program review results with the following groups:

   1. Agricultural Advisory Committee
   2. School Board
   3. Administrators not involved in review

C. Identify potential resources and study existing resources which are needed to carry out committee recommendations.

   1. Financial resources:
      a. Reallocation of available funds
      b. Investigation of alternative funding sources (e.g. special state or federal funds, industry contributions/donations)
   2. Human resources
      a. Reallocation of staff time
      b. Addition of staff
      c. Inservice of staff
   3. Material resources:
      a. Reallocation of facilities/equipment
      b. Additional facilities/equipment
      c. Modification of curriculum
      d. Additional instructional materials

APPENDIX C

QUESTIONNAIRE ON COMPLETED PROGRAM REVIEW

Please answer these questions and return them to Dr. Stitt in the enclosed self addressed and stamped envelope.

Question #1
Who (by occupation) was on the reviewing committee? If your agricultural advisory committee did the reviewing, give each member's occupation.

Question #2
When was the standards booklet given to the committee members? (In relation to the first committee meeting.)

Question #3
How many meetings of the committee to complete the review? _____

Question #4
Approximately how many hours per committee member were spent in all phases of the review? _____

Question #5
Approximately how much time (hours) did it take to write the recommendations?
_____

Question #6
Was a school administrator a member of the review committee? Yes_____ No_____
If yes, was it the Superintendent_____, H.S. Principal_____, Vocational director_____, or other_____(name).

Question #7
Has your administrator been provided with a copy of the review proceedings and the recommendations in particular? Yes_____ No_____

Question #8
After having reviewed your agricultural occupations program what suggestions would you make that might be of help to other Ag teachers in reviewing and evaluating their programs?

List here:

Question #9
Are there some areas in your program with which we might give help towards improvement? (Sufficient responses to this question from Ag teachers who will have reviewed their programs could well be the basis of Phase III in the Standards project.)

List here:

APPENDIX D

SUGGESTIONS TO SECTIONAL CHAIRPERSONS

SUGGESTIONS TO SECTIONAL CHAIRPERSONS FOR HOLDING A MEETING TO DISTRIBUTE AND EXPLAIN THE PHASE II EVALUATIVE MATERIALS ON THE STANDARDS.

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1. When notifying the ag teachers in your section about your meeting, please urge them to bring along a school administrator and the chairman of the agricultural advisory committee.

2. At the meeting, distribute to each teacher the following materials:

   a. Five copies of the "work copy" of the validated standards.
   b. Five copies of the guide sheet for implementing the standards.

3. Have each person turn to the section in the Guide titled "Preparing for a Review of the Local Program."

4. Go over each item in this section and answer questions.

5. Emphasize the importance of the program review committee.

6. Urge that the committee membership include a school administrator and a member (preferable the chairman) of the agricultural advisory council.

7. Use the present ag advisory council, if active, but include a school administrator.

8. Limit the size of the Review Committee to 5 members unless you are using your advisory council and there are more than 5 members.

9. Give special attention to the need to orient the committee to its task.

   a. Discuss the items under this heading.

CONDUCTING THE REVIEW

1. Go over this part of the "Guidelines" carefully with the teachers in your section.

2. Refer now to the "working Copy of the Standards."

[2]

a. Read through the preface.
b. Note the method of checking each standard.
c. Call attention to the fact that those standards blocked in on various pages were those that received less than 65% validation and, therefore, were not accepted. However, some teachers did approve of them and these teachers have the privilege of using these standards in evaluating their own program, if they so wish.

3. Be sure to have a member of the committee write down observations concerning any standard.

4. Upon completion of the evaluation of each taxonomy in the school's ag program and based upon the observations made, write a recommendation for improvement of any standard that does not meet the stated standard.

   a. This is the basis for up-grading an ag program.

5. Review the last section of the "Guide" on how to develop a plan for upgrading the local program.

APPENDIX E

LETTER TO JOINT-STAFF MEMBERS ON THE REJECTED STANDARDS

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Agricultural Education and Mechanization
Telephone 618-536-7733

May 3, 1979

TO: ALL JOINT STAFF MEMBERS

We are inviting all members of the joint-staff in Agricultural Education to serve as a committee to review the 27 standards not approved in the validation process last year. As you may recall, the Agricultural occupations teachers spent some time in discussing and making recommendations relative to these standards during their sectional meeting at the conference last June. We compiled a list of their comments and these are included with this letter. They may be helpful to you.

What we would like for you to do is to carefully read through each of these rejected standards and then rewrite or restate each standard in a way that might make them acceptable to our secondary Agricultural teachers. At the end of each standard we have listed the percent of approval as given by the 413 teachers who validated the standards. We used a 5% increment and you will note that about one-half of these rejected standards rated 60-65% which was just under the acceptance level. It would seem that at least these could be modified sufficiently to make them acceptable to the majority of teachers.

Our thought is that you use the same outline we have used here with the rejected standards when writing your modification on separate sheets of paper. We fully realize that this is asking a great deal of you at an unusually busy time of the year, but this activity is a part of Phase II of the standards program and if we have sufficient response from the joint-staff members, your suggestions will be summarized into a restating of the rejected standard. These, then, will be submitted to the IAVAT members for approval or rejection at the 1979 June conference.

Sincerely yours,

Thomas R. Stitt

Ralph A. Benton

RAB:rb

Enclosure

APPENDIX F

1. THE 27 REJECTED STANDARDS.
2. THE STANDARDS RESTATED.
3. THE RESTATED STANDARDS MARKED AS APPROVED OR DISAPPROVED.

STANDARDS NOT APPROVED BY THE ILLINOIS SECONDARY AGRICULTURAL OCCUPATIONS INSTRUCTORS IN THE VALIDATION PROCESS OF 1978-1979

Members of the state agricultural education joint-staff reviewed those standards that were not approved by the Illinois agricultural occupations teachers last year and restated them in an effort to make them more acceptable. They had copies of the suggestions that were made in last year's sectional meetings. Below you will find the modified statement immediately following the original standard and you are to mark it as approve or disapprove in the appropriate place based upon the majority vote of the teachers present at your sectional meeting.

I. Standards common to all programs

A. Leadership Development

No. 6 - All post-secondary agricultural occupations students are members and participate in the Young Farmers Association (YFA) or other appropriate post-secondary student organizations.
(35-40%) approval

Recommendation is that this standard be dropped from the secondary list.
Yes____X____ No_____

B. Student Recruitment, Enrollment, and Counseling

No. 5 - A student card or file is maintained for all students and contains current information on occupational objectives, supervised occupational experience programs, FFA activities, completed coursework, and other necessary subjects.
(60-65%) approval

Restated:
A file is maintained for each student and contains information on occupational objectives, supervised occupational experiences, FFA (youth) activities, and other useful information.
approve_____ disapprove___X____

C. Facilities and Equipment

No. 8 - A land laboratory, convenient to the school, is provided and utilized in the instructional program.
(60-65%) approval

Restated:
A land laboratory is provided and utilized in the instructional program.
approve___X____ disapprove_____

D. Staffing

No. 8 - At least one instructor in the department holds a current Red Cross first aid card or its equivalent.
(55-60%) approval

Restated:
All instructors in the department shall have first aid training.
approve ____X____ disapprove _____

II. Standards Specific to Production Agriculture

A. Supervised Occupational Experience
No. 2 - The instructor schedules a minimum of eight hours per week for occupational experience supervision.
(60-65%) approval

Restated:
The instructor averages eight hours per week of occupational experience supervision.
approve_____ disapprove__X__

No. 3 - An annual report of the occupational experience program of students is submitted to the school administration and state educational agency staff.
(60-65%) approval

Restated:
An annual report of the occupational experience of students is submitted to the school administration.
approve_____ disapprove__X__

III. Standards Specific to Agricultural Supplies and Services

A. Facilities and Equipment
No. 1 - A minimum of 40 sq. ft. of classroom space per student is provided.
(60-65%) approval

Restated:
A minimum of 35 sq. ft. of classroom space per student is provided.
approve_____ disapprove__X__

No. 2 - Office space is proveded at the rate of 120 sq. ft. for one instructor and 60 sq. ft. for each additional instructor.
(60-65%) approval

Restated:
A minimum of 100 sq. ft. of office space is provided for one instructor and 50 sq. ft. for each additional instructor.
approve__X__ disapprove_____

IV. Standards Specific to Agricultural Mechanics

A. Supervised Occupational Experience
No. 2 - The minimum time spent by secondary students each year on occupational experience in Agricultural Mechanics in addition to regular class and laboratory/shop instruction approximate the following indicated:

a. 1st year - 100 hrs. (65-70%) approved
b. 2nd year - 150 hrs. (60-65%)
c. 3rd year - 200 hrs. (60-65%)
d. 4th year - 300 hrs. (60-65%)

Restated:

b. 2nd year - 100 hrs. approve_____ disapprove__X__
c. 3rd year - 150 hrs. approve_____ disapprove__X__
d. 4th year - 200 hrs. approve_____ disapprove__X__

V. Standards Specific to Agricultural Products

A. Facilities and Equipment

No. 4 - Large and easily accessible storage facilities of sufficient size to accomodate equipment and materials used in agricultural products processing are provided.
(60-65%) approved

Restated:

Storage facilities of sufficient size to accomodate equipment and materials used in agricultural products are provided.
approve__X__ disapprove_____

No. 5 - A food processing laboratory with a minimum of 3000 sq. ft. of floor space is provided and reflects the occupational work areas in industry. Adequate heat, light, ventilation, and safety provisions are provided.
(35-40%) approved

It is recommended that this standard not be rewritten and that it remain unapproved. yes__X__ no_____

VI. Standards Specific to Ornamental Horticulture

A. Instructional Programs

No. 4 - A minimum of 10 contact hours per week for a minimum of two years is proveded for classroom, horticulture mechanics, supervised occupational experience, laboratory experience, leadership and occupational guidance.
(55-60%) approved

Restated:

A minimum of 250 minutes of instruction per week for a minimum of two years is provided. This to include classroom, laboratory, shop, supervised occupational experience, and leadership development activities.
approve_____ disapprove__X__

B. Facilities and Equipment

No. 1 - The following ornamental horticulture facilities, conforming to state standards are available for use in the instructional program:

i. Horticulture mechanics laboratory. (60-65%) approved
j. Restrooms, showers and locker rooms. (55-60%) approved
k. Walk-in cooler. (40-45%) approved
l. Sales display area. (40-45%) approved

Restated:
The following Ornamental Horticulture facilities are available:
i. A mechanics laboratory. approve X disapprove_____
j. Restrooms for both sexes. approve_____ disapprove X

It is recommended that k and l be eliminated. yes X no_____

VII. Standards Specific to Agricultural (Natural) Resources

A. Supervised Occupational Experience
No. 1 - Each student obtains a minimum of 450 hours of supervised on-the-job-experience in his/her chosen occupation in agricultural (Natural) resources before graduation.
(50-55%) approved

Restated:
Each student receives a minimum of 450 hours of cooperative work experience.
approve_____ disapprove X

B. Facilities and Equipment
No. 2 - A minimum of 35 sq. ft. of space is provided per student in the classroom and 120 sq. ft. for each student in the laboratory.
(60-65%) approval

Restated:
A minimum of 30 sq. ft. of space is provided per student in the classroom and 100 sq. ft. for each student in the laboratory.
approve_____ disapprove X

VIII. Standards Specific to Forestry

A. Facilities and Equipment
No. 1 - An outdoor laboratory or school forest of sufficient scope is provided. The location is readily accessible to students during regular class time.
(45-50%) approval

Restated:
An outdoor laboratory of 5 acres or more is readily available for practical training experiences.
approve_____ disapprove X

No. 2 - An Agricultural Mechanics laboratory or its equivalent is provided, which includes the following items:
a. Meets the minimum standards for space utilized for furnishings and equipment, and in providing instruction.
(60-65%) approval
b. Allows for maintenance and storage of tools and equipment of the type simulating that used in the forestry industry.
(60-65%) approval

Restated:
An agricultural mechanics laboratory is available which provides a minimum of 100 sq. ft. of space per student and allows for the storage of tools and equipment used in the forestry industry.
approve___X___ disapprove_____

IX. Standards Specific to Adult Education in Agricultural Occupations.

A. Administration
No. 2 - State and local plans provide for the following items:
j. The enrollment includes ten or more students per class and a minimum of 30 clock hours of instruction.
(55-60%) approval
k. Scheduled time for individual instruction on a year-round basis at the local level is provided.
(55-60%) approval
l. Qualified supervisory/consultant staff for coordinating Young Farmer and other adult education is provided at state and/or district levels.

Restated:
j. The enrollment includes ten or more students per class and a minimum of 20 clock hours of instruction.
approve___X___ disapprove_____
k. Teacher time for individual instruction is provided on a year-around basis.
approve___X___ disapprove_____
l. Qualified supervisory/consultant staff for coordinating Young Farmer and other adult education is provided at the state level.
approve___X___ disapprove_____

B. Evaluation
No. 1 - An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff, and uses the Standards for Quality Vocational Programs in Agricultural/Agribusiness Education and other appropriate evaluation instruments.
(60-65%) approval

Restated:
Periodic evaluations of the program are conducted by a review committee using the Standards for Quality Vocational Programs in Agricultural Occupations or other appropriate evaluation instruments.
approve___X___ disapprove_____

No. 2 - Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agricultural occupations administration and to those who participated in making the evaluation.
(55-60%) approval

Restated:
Summaries of the review together with recommendations for improvement are provided to the school administrators, members of the Board of Education, and members of the agricultural advisory council.
approve___X___ disapprove_____